THE TEACHER.

VOL. XXV. JUNE, 1872. No. 6.

COMPARATIVE PHILOLOGY.

SOCRATES, in the Phædon, answering a question of Kebes, speaks of a dream which used to haunt him in by-gone years exhorting him to study and practise music: "I then devoted myself to philosophy," adds the master of Plato, "for it is the loftiest expression of music."

These words are not merely the poetical sentiment of an individual; they faithfully reflect a state of mind, an intellectual period, absolutely different from our own. Antiquity knows no line of demarcation between science and art. With the exception of Aristotle, nothing is more ordinary than to meet in its great men this singular alliance between the sextant and the harp.

Pythagoras professed the astronomical system which is now a scientific dogma, and yet he was also teaching that the seven planets, similar to the seven chords of the lyre, in their revolutions around the sun, produced an eternal and divine concert in honor of the Supreme Being.

A profound philosopher, the greatest astronomer of antiquity, commits a pitiful error in physics at which one of our school-boys has now the right to smile. Several centuries of empirical observations have gathered an amount of facts requiring the strict application of our methods which pronounced the final divorce between the poet and the *savant*.

It is especially in the science of language that antiquity shows clearly its scorn for intellectual workmanship and the astonishing acuteness of its speculative ideas; for, although we now reject

their means of investigation,[1] the tendency of the age on the problem of the origin of language is almost to accept the same conclusions.

If I am not mistaken, Quintilian[2] was the first who opened the way to our present scientific researches in inducing thinkers to avoid general views, to step from the particular to the general, from the part to the whole. Unhappily the time of liberal and independent ideas was far distant, and in the dark epoch of the middle ages we meet no light whatever upon the question; for a conclusive and brief argument, pyre, was used against any scholar who then would have dared to speak of any other source from which languages have proceeded than the Hebrew.

If the efforts of the following centuries proved unsuccessful, it is because Asia, our mother, and its lofty genius were yet unknown.

It was not till 1754 that a young man, Anquetil-Duperron, undertook to rend the veil that for so many centuries was thrown over the cradle of our race. Honor to him who suffered and struggled, modern Argonaut, for this priceless conquest. Read his odyssey in Michelet,[3] and you will admire the abnegation, the courage, the perseverance, the enthusiasm of a youth of twenty-two, who, finally, returned to Europe with the translation of the Zendavesta and part of the Vedas.

We now smile at this first and timid attempt, rich as we are with the productions of such scholars as Burnouf, Wilkins, W. Jones, Colebrook, Langlois, Max Müller, and many others, but such is the fate of all fortunes: we soon forget the first means that brought us to happiness.

Mr. Michael Bréal, in his remarkable introduction to Bopp's Comparative Grammar of the Indo-European Languages, says[4] "that comparative philology recognizes in Mr. Bopp its father and founder."

[1] See Plato, *Cratylus;* Aristotle, περὶ ερμηνείας; Lucretius, *De nat. rerum.*

[2] Ne quis igitur tanquam parva fastidiat grammatices elementa; quia interiora velut sacri hujus adeuntibus apparebit multa rerum subtilitas quae non modo acuere ingenia puerilia, sed exercere altissimam quoque eruditionem ac scientiam possit. — *Quint., lib. i, ch. iv.*

[3] Bible de l'Humanitè. Chap. 11, page 10.

[4] Grammaire Comparée des Langues Indo-Européennes. Tome 1. Int., page xx.

This is a heavy title for one man's shoulders, but certainly Mr. Bopp has a right to the respect and gratitude of all; for, thanks to his austere talent, we have been delivered from the invasion of the false and dangerous ideas introduced by Fred. Schlegel in his book "On the language and wisdom of the Hindoos."

Comparative philology, besides the effectual help it has afforded history and criticism, has succeeded in forming three or four principal groups, until now irreducible, and to prescribe the laws which in the two great families of languages, the Indo-European and the Semitic, preside over the transformation of letters from one idiom to another, from one dialect to another,— so that we can transpose a Semitic radical from the Hebrew to the Arabian, Syrian, Chaldean, and Ethiopian; and an Aryan syllable proposed, we can with certitude draw the corresponding one in Sanskrit, Greek, Latin, Persian, and German or Slavic.

The Indo-European or Aryan languages from which our idioms are derived, are remarkable for their beauty and riches, and were spoken by races which represent, in their genius, light, reason, progress, and science, and occupy the whole breadth of the Old World. The Semitic or Syro-Arabian languages, confined within a narrower bound, intellectually as well as geographically, are celebrated for the singular fortune of one of their dialects, and the genius of those who have spoken them is a symbol of darkness, miracles, reaction, and religion.

I now propose to describe, in a few words, the history of the first branch, reserving for another article the review of the second.

About three thousand years before our era, north of the Himalaya Mountains, in Bactria, was living a race of white men, with light hair and bluish-gray eyes, among whom the family was constituted, and who established, with the remembrance of the discovery of fire assimilated to the generous influence of the sun, a kind of poetical religion, containing in itself the germs of future pantheism, dualism, and abstract monotheism.[1] These men called themselves Aryans, from a root "ar," to open, "plough the earth," and which took subsequently the sense of kind, noble, excellent.[2]

[1] See Rig.-Veda, pass., and esp. Bhagrat-Gecta, dial. xv.

[2] Aristocracy, etc.

Their language, very rich, contained not only most of the roots that study discovers in the words used by more than three hundred million people, but also a considerable number of vocables already formed, imported, and transformed by successive emigrations of kindred races, and especially the grammatical organism which rules to-day, and has never ceased ruling the Aryan idioms.

This race, by its natural extension, was crowded at the north and east by Mongol and Tartar populations, and was compelled to emigrate south and west, driving before it several tribes of people, very little known, but probably of Semitic or Chametic origin.

This was followed by the first separation of several groups from the mother race. When History is not sufficient to establish with certainty the order of these divisions and separations, Philology reveals them to us.

The more languages have preserved similar forms and features, the later the race of men who spoke them have left either the central spring or the last stopping-place of their common route.

Starting from this logical induction, we distinguish five principal branches, subdivided into several others; namely, the Celtic, the Greco-Latin, the Germano-Scandinavian, the Persian, and the Indian.

First, the Celtic race abandoned the ancient Aria, and leaving a few vestiges in Asia Minor, on its left side, turned the Caspian Sea, crossed Caucasus, followed the basin of the Danube, passed the Alps, covered Gaul, Spain, and threw its last wave over the English Channel upon Great Britain.

History and Philology agree here perfectly. We cannot answer yet with the same assurance in regard to this question which was long discussed: "Which of the two branches, Germano-Scandinavian or Greco-Latin, first left the high lands of Asia?" We must still remember that these emigrations were not in the least sudden and voluntary, but were the result of a slow and continual increase of population, and especially of the Mongolic pressure.

Undoubtedly the Greco-Latins more rapidly settled and developed themselves in the country of their choice, their travel

having been easier and shorter. Their group was probably formed beyond the valleys of the Euphrates and the Tigris, and it is in Asia Minor that the secession took place, the Latins going north, and the Greeks south. The latter, under the names of Æolians, Ionians, Hellenes, Dorians, occupied Ionia, the Archipelago, Thessalia, Hellas, and Peloponnesus; the former invaded Phrygia, Troya, Thracia, and through Epirus reached Central Italy, living for a long time in a narrow sphere bounded by Celts, Etruscans, and the Greek colonies of the south.

In regard to the third and fecund branch, the Germano-Scandinavian, they turned slowly to the Black Sea, and followed the left bank of the Danube, pushing the Celts before them. They extended north to the Baltic, and finally occupied Jutland, Sweden, Norway, and Iceland, formerly inhabited by Finlanders.

Now the west was filled, and the last two branches that remained within the boundary of the primitive country were obliged to separate, and occupy the only places still free, Persia and India, with the Indus as a line of demarcation.

N. F. Dracopoli.

EXERCISE IN LANGUAGE.

THE SENSES.

Teacher. — What is this? An orange. How do you know it is an orange? By seeing. *Teacher* (writing upon the board, We know the orange by seeing). Taste of this. What is it? An orange. Smell, and tell me what this is. An orange. How do you know? By smelling. Take this in your hand. What is it? An orange. How do you know? By feeling. (Striking a bell.) What is that? A bell. How do you know? By hearing. In how many ways do we know these things? Five. What are they? Seeing, tasting, smelling, feeling, and hearing. These are the senses. How many, and what?

KIND OF KNOWLEDGE GAINED BY EACH SENSE.

What is this? An apple. What is the first thing you notice as you look at it? The color. As you look at this orange?

The color. What else do you see? Its form. Through what sense? Sense of sight. (Holding an apple in each hand.) Which apple is nearer you? The one in the right hand. What other knowledge is gained by seeing? A knowledge of distance. Taste of the apple. What knowledge is gained? A knowledge of flavor. Smell of the apple. What knowledge is gained? A knowledge of odor. (Striking a bell.) What do you hear? A sound. Through what sense? The sense of hearing. Take this cork in one hand and lead in the other. What difference in them? The cork is light and the lead is heavy. Press upon this sponge. What do you find? The sponge is soft. Press upon this stone. How does it differ from the sponge? It is harder. Pass your hand over these two stones. What difference? One is rough and the other smooth. Through what sense do we know these things? Sense of feeling.

Tell the kind of knowledge gained by each of the senses. We gain a knowledge of color, form, and distance, through the sense of sight; of flavor, through the sense of taste; of odor, through the sense of smell; and of sound, through the sense of hearing. We learn whether a body is heavy or light, hard or soft, rough or smooth, through the sense of feeling. Good. There are many other things we learn through the sense of feeling; as, whether a body is elastic or inelastic, fluid or solid, brittle or tough.

OBJECT.

What is this? A book. (Passing a rose.) Smell of this. What is it? A rose. How do you know the book and rose? Through the senses. Such a thing is an object. What is an object? An object is anything we know through the senses. Can you think of anything you do not know through the senses? Goodness. Meekness. Temperance. Love. Right. These are objects also. What is an object? An object is anything we know through the senses, or anything we can think about. Name some objects. Pencil. Pen. Anger. Boy. Hand.

SENTENCE.

Think something about the bell. Tell the thought. The bell rings. How did you express the thought? In words. This

expression is a sentence. What is a sentence? A sentence is a thought expressed in words. What part of the sentence represents the thing of which we speak? The bell. This is the subject of the sentence. What is the subject of a sentence? The subject of a sentence is the part of the sentence which represents the thing of which we speak. What part represents what is said of the subject? Rings. This is the predicate of the sentence. What is the predicate of a sentence? The predicate of a sentence is that part of a sentence which represents what is said of the subject. Make a sentence about the door, and tell the subject and predicate. The door opens. The door is the subject. Opens is the predicate.

KINDS OF SENTENCES.

Give a sentence about the crayon. The crayon writes. Do you *know* the crayon writes? We do. What do we call anything we know is true? A fact. Such a sentence is a declarative sentence. What is a declarative sentence? A declarative sentence is the statement of a fact. How is this declarative sentence begun? With a capital. How closed? With a period. With what should you think every written declarative sentence should begin and close? Every written declarative sentence should begin with a capital and close with a period. Give a declarative sentence and describe it. The boy runs, is a declarative sentence. The boy is the subject. Runs is the predicate. If you did not know the crayon writes, and wanted to know, what would you say? Does the crayon write? What is this expression? A sentence. What else? A question. Interrogative means asking a question. What may we call this sentence? An interrogative sentence. Right. What is an interrogative sentence? An interrogative sentence is a sentence which is a question. With what does this sentence begin and close? It begins with a capital letter and closes with an interrogation point. Give the subject and predicate of this sentence. The crayon is the subject. Does write is the predicate. Change the sentence to a declarative sentence. The crayon does write.

Tell me to do something. Strike the bell. What is this expression? A sentence. What else? A command. Such a

sentence is an imperative sentence. What is an imperative sentence? An imperative sentence is a sentence which is a command. With what does it begin and close? It begins with a capital, and closes with a period. To whom do you speak in this sentence? To you. What am I to do? Strike the bell. What is the subject? You. The predicate? Strike the bell. Is the subject written in the sentence? It is not. The subject of an imperative sentence is not generally expressed. Give an imperative sentence and describe it.

WORDS IN A SENTENCE.

Tell me something about the clock. The clock ticks. What word represents the object? Clock. What may we call it? An object word. Right. Give a sentence containing the object word chair. The chair is broken. What is the difference between the clock on the wall and the clock on the board? The clock on the wall is the object and the clock on the board is the object word. What act does the clock do? The clock *ticks*. What may we call the word ticks? An action word. Why? Because it expresses an act. Give a sentence containing an object and action word. The horse runs. Horse is the object word. Runs is the action word.

What clock is it? *The* clock. What does the word *the* do? *The* limits the act to one particular clock. What may we call it? A limiting word. Make a sentence containing limiting object and action words. Two boys studied. Can you tell me some quality of the clock? The *small* clock ticks, — what word shows the quality? Small. What may we call it? A quality word. Give qualities of the pencil. Black, long, pointed. Write such a sentence about the globe, and describe it. The large globe revolves, is a declarative sentence. The large globe, is the subject; revolves, is the predicate; the, is a limiting word, limits globe; large, is a quality word, qualifies globe. Globe is an object word; Revolve is an action word. (Writing on the board.) Read from the board. The clock small. Is it complete? It is not. The clock is small. What is the use of *is?* It affirms the quality, — small of the clock. Good. What may we call it? An affirming word. Write a similar interrogative

sentence, and describe it. Is the horse white? is an interrogative sentence. The horse, is the subject; is white, is the predicate. *Is*, is an affirming word, affirms white of horse. The, is a limiting word, limits horse. Horse, is an object word; white, is a quality word, qualifies horse.

Mary can sing. Who else can sing? Emma can sing. Make a sentence containing the two thoughts. Mary and Emma can sing. What is the use of *and?* *And* connects the words Mary and Emma. The boy or girl will go. What word connects in this sentence? Or connects boy and girl. Right. If these words connect parts of sentences, what may we call them? Connecting words.

Tell me some quality of this apple. Large. Yes. Taste of it. Sweet. Make a sentence with these words in it. The large apple is sweet. Give another quality. Red. Round. Press upon it. Mellow. Make sentences. The red apple is sweet. The round apple is sweet. The mellow apple is sweet. You may put these thoughts all into one sentence. The large, red, round, mellow apple is sweet. What words have been omitted? Apple is sweet. We will place commas instead of them. After what words shall we put the commas? Large, red, and round. Describe this sentence.

Tell me something a boy can do. Study. Play. Read. Work. Write. Write a sentence expressing these ideas. The boy can study, play, read, work, and write. What are the commas used for? To take the place of the words: the boy can. Describe this sentence.

What relation has the pencil to the table? The pencil is *on* the table. What now? The pencil is *under* the table. Now? The pencil is *beside* the table. What words in these sentences show the relation? On, under, and beside. If they show relation, what may we call them? Relation words.

What is this? A pencil. What kind of a pencil? Long pencil. Lead pencil. What is it made of? Lead. Wood. Brass. Ivory. Where is the wood? The wood is in the middle. The brass? The brass is at one end. The ivory? The ivory is at the other end. The lead? The lead extends through the centre. Tell me some uses of the pencil. Writing. Drawing. Marking.

Willie may write these thoughts about the pencil upon the blackboard; the others on paper. Willie may read his description.

The long, lead pencil is made of lead, wood, brass, and ivory. The wood is in the middle; the brass, at one end; the ivory, at the other; and the lead extends through the centre.

The pencil is used for writing, drawing, and marking. Why do you place a comma after brass, and ivory, in the expression, "the brass, at one end;" and "the ivory, at the other"? Because the word *is* is omitted. Right. I notice you have also placed a comma at the *close* of these expressions, and the expression, "The wood is in the middle." This would be right if the word *is* was not omitted, and its place supplied with a comma. Written as it is, we must separate these larger divisions by a semicolon.

THE TEACHER'S DREAM.

THE weary teacher sat alone
While twilight gathered on;
And not a sound was heard around,—
The boys and girls were gone.

The weary teacher sat alone,
Unnerved and pale was he;
Bowed 'neath a yoke of care, he spoke
In sad soliloquy:—

"Another round, another round
Of labor thrown away,—
Another chain of toil and pain
Dragged through a tedious day.

"Of no avail is constant zeal,
Love's sacrifice is loss,
The hopes of morn, so golden, turn,
Each evening, into dross.

"I squander on a barren field,
My strength, my life, my all;
The seeds I sow will never grow,
They perish where they fall."

He sighed, and low upon his hands
His aching brow he prest ;
And o'er his frame erelong there came
A soothing sense of rest.

And then he lifted up his face,
But started back aghast, —
The room by strange and sudden change
Assumed proportions vast.

It seemed a Senate hall, and one
Addressed a listening throng ;
Each burning word all bosoms stirred,
Applause rose loud and long.

The 'wildered teacher thought he knew
The speaker's voice and look,
" And for his name," said he, " the same
Is in my record book."

The stately Senate hall dissolved,
A church rose in its place,
Wherein there stood a man of God,
Dispensing words of grace.

And though he spoke in solemn tone,
And though his hair was gray,
The teacher's thought was strangely wrought,
" I whipped that boy to-day."

The church, a phantasm, vanished soon ;
What saw the teacher then ?
In classic gloom of alcoved room,
An author plied his pen.

" My idlest lad ! " the teacher said,
Filled with a new surprise, —
" Shall I behold *his* name enrolled
Among the great and wise ? "

The vision of a cottage home
The teacher now descried ;
A mother's face illumed the place
Her influence sanctified.

"A miracle! a miracle!
This matron, well I know,
Was but a wild and careless child,
Not half an hour ago.

"And when she to her children speaks
Of duty's golden rule,
Her lips repeat, in accents sweet,
My words to her at school."

The scene was changed again, and lo,
The school-house rude and old,
Upon the wall did darkness fall,
The evening air was cold.

"A dream!" the sleeper, waking, said,
Then paced along the floor,
And, whistling slow and soft and low,
He locked the school-house door.

And, walking home, his heart was full
Of peace and trust and love and praise;
And singing slow and soft and low,
He murmured, "After many days."

W. H. VENABLE.

BOOKS AND READING.

THIS is preëminently an age of books, and the questions, How and What to read, seem to be growing in importance, and are more and more difficult of solution as books of every variety multiply upon our hands. We point with pride to the high influences by which our youth are surrounded, and not among the least of these influences we regard the wide diffusion of high-toned books and periodicals. But we must not lose sight of the fact that for every shelf of such books there are crowded alcoves of worse than worthless literature, whose influence, if not actually debasing, tends to vitiate the taste and deaden the mental faculties. The popular notion that every child who reads — no matter what — is

destined to become a scholar, is a fallacious one, and ought to be corrected.

While the tasks of the teacher seem to grow in number and variety in the minds of reformers, this work of making better readers must not be forgotten. Indeed, outside of the schools for applied science, a large part of academic culture must be admitted to be an awakening process, a kind of apprentice work by which the child is enabled to learn, and value the use of books.

Differences as to the object and scope of our public schools still exist, and the clamor of the liberalist will not cease until methods are tried which have in view the greatest good to the greatest number ; and we conceive that good to be attained more by sharpening the tools and showing their use in the erection of the mental structure, than, as seems too frequent, the furnishing of the materials and completion of the structure itself,—the deed of which is transferred to the pupil at his graduation in the form of a diploma. At all events we have a right to judge thus severely of graduates who for the most part seem in a stuffed and surfeited condition, regarding their acquirements as the end of weary toil, and verifying this false idea by a subsequent taste for books but little in advance of those whose education has been rudimentary and unsystematic.

I do not wish to join the cry so often and loudly raised against prevailing methods of instruction, finding in them the cause of all physical and mental disease. That these methods are too cramped and mechanical, and that too often the practice and professions of educators are widely different, must be admitted by every intelligent observer, yet we cannot fail to see in the public schools the well-being, if not the safety, of our peculiarly free government ; nor can we doubt for a moment that the grandest results will certainly follow such wide-spread and earnest zeal as is now manifested in the interests of public instruction. Wherever the power exists which drives us ahead, we certainly have the helm in our hands ; and our course is not an uncertain one, nor our aims so widely different. Do we not all know that that education is best which best fits a man to be self-reliant and discriminating as to the means which he must use to make of himself a better man? Again I inquire, are not these means largely the books

which are scattered so profusely around him? Just where, then, ought this counsel and direction of literary taste to commence? We answer, in the lower grade of schools where we find the most eager readers, and those whose minds are the most influenced by our advice. Without this advice, their minds, being strongly imaginative, readily yield to the seductions of wild romances or insipid stories, which not only destroy all love or capacity for better reading, but render the performance of his daily work wellnigh impossible.

Admitting the necessity of this early counsel and direction of the child's reading, the conscientious teacher who is struggling between the annual written examination and the charm of popularity on the one hand, and the dictates of his better judgment on the other, inquires, Where is the time? While high per cent marks is the criterion of success, this question of time will continue to perplex the teacher; and until he becomes convinced that his work is unlike that of the artisan, in that the result of a day's work is not seen, he will continue to plead that there is no time for such things.

Just how we can reach our pupils sufficiently to excite a pleasurable interest in the best books and a corresponding dislike for bad ones, must, of course, be left for the tact of the teacher to determine. I will give a brief outline of a method which may be attended with some success. Let one general exercise a week be devoted to this work of cultivating the reading tastes of our girls and boys. First, we should ascertain what each pupil has read for a year or term, by written lists handed to us one day before the exercise. These lists will convince any one of the necessity of the work in hand. They will show that ripening influences have surrounded those who have scarcely begun to grow, and that in too many cases this unnatural maturity becomes more deplorable from the debasing nature of the means employed. They will open our eyes to another fact, namely, that the child reads too much, especially of those books and periodicals whose only object is to entertain, or to keep him from mischief. Within a few months I have received lists of from fifty to one hundred and fifty books of this character, all read within one year by a single pupil. Who can doubt that such

reading is a positive injury to the child, mentally and morally, — yes, and physically too, inasmuch as those two hours a day of useless reading, could have been employed in healthy exercise out-of-doors. In our talks upon what the child has read, we should be careful to gain his confidence in our ability as a critic, and should therefore not make too pointed attacks upon his favorite authors. Three divisions may be made and duly commented upon. The positively bad books should, of course, receive severe censure. The kind that I have referred to as cramping and dwarfing the mind should receive but a passing glance, depending more for the effect of our treatment of the best books which we select from the lists. This latter class, together with such others which we may know, should be earnestly recommended to our pupils. Having given a proper amount of caution and advice, we should commence and continue the practice of reading these books as a regular class exercise. Three objects are gained by the method which I have indicated, namely, the acquisition of valuable ideas, the excitement of interest in the best literature, and, what ought not to be forgotten, the promotion of good reading as an art. With these objects assured to us we can profitably use one of the regular reading recitations, — thus securing, from what we complain as too much mechanical book-work, one hour a week of interesting and valuable instruction. And not only instruction, but mental discipline as well, if we present books that are a little above the comprehension of the class, or rather those books whose substance is not all upon the surface. This matter of plans could be extended almost indefinitely. I have only attempted to prove that the ways and means for the correction of a great and growing evil are within our control, and that we are hazarding the best interests of the children by their neglect.

PRINCE.

HOW THE "WOMAN QUESTION" AFFECTS OUR SCHOOLS.

It is a lamentable but undeniable fact that much of the teaching in our schools is of a very inferior quality; is not, indeed, teaching at all, in any true sense of the word. Indeed, I think it is not overstating the fact to say, that six out of every ten persons filling the teacher's position are mere task-masters, and hearers of recitations, not worthy of the name they bear. A hard charge, yet I believe a true one; and I think I can show — not that it is true, for of that most of those who give much thought to the matter are too sadly conscious, — but that under present conditions it must be so, and could not, in the nature of things, be otherwise.

To show this, I am obliged to discuss certain phases of the Woman Question, that great rock which crops out everywhere, and over which we quickly stumble, let us turn whithersoever we may.

I begin by admitting that the lamentable deficiency of skilful teaching in our schools is to a large extent the fault of the female teachers, and this fact I hold, and will try to prove, to be not altogether to their discredit. In the first place, we find that the number of female teachers is to the number of males, nearly as ten to one. A noticeable fact; why is it? Do women who have education and their living to get, take to teaching as naturally as a duck takes to water? No. But the fact says so. "So much the worse for the fact."

Hear a parable. A man, poor, ordinary human being, sets out from a log hut in the midst of a dense forest to travel through its dark intricacies into the great beyond; around him lies the forest, unknown and fearful. Which way to turn? On all sides are paths, but all, save one, are choked with rocks and up-torn trees and sharp, outreaching briers. One, perhaps, looks inviting; far down its dim vista he sees a light that seems to beckon and draw him, as the Holy Grail the spotless Knight, but the rocks, the torrents, the precipices, the thorns, alas! no passing through there without scythe and hatchet, and a Titan's strength; and our poor mortal is but ordinary, like most of his kind; has

no scythe, no hatchet, no Titanic strength; must do what he can, being ordinary, with a sigh for what might have been, had he been extraordinary. So he takes the one path that lies open, down which he sees no light.

Is the application manifest? When a woman leaves school, one path through the forest of life is clear; others may be more enticing, but they are clogged with obstructions, and she takes the one where the travelling is easy; that is, she goes to "keeping school."

Weak, do you say, brother? Very weak, but thus are we all. When you left college, the world was all before you where to choose. Did a light beckon? You leaped into the path which led to it, plain and broad before you, and pushed on conquering and to conquer. What do you know of this poor mortal's despair and disgust? Be careful how you blame her for taking the path whereto she was not called. Beware how you blame her that she walks listlessly therein. Beware how you blame her that she gives up walking, and becomes a clog on one who has asked, in loyalty of love, to carry her, to whom she bears no love, and whom in her despair she takes as a conveyance merely, only less distasteful than her unlovely road. On the lips of those alone who are tempted as she is, is the word of censure fitting.

We walk strongly and erect in life only on those paths towards which our constitution inclines us. Those women who were born to teach, born with such an aptitude for that profession that they seek it though all others are equally open to them, will teach well; and those who have no such natural inclination, — well, they will teach well too, if they are blessed with large conscientiousness and an extra allowance of brains; but nine out of ten not having such extra allowance, will show in their work the haste and unfaithfulness of the hireling, not the thoroughness and care of the skilled laborer. So long, then, as the entrance to other professions is clogged and obstructed as it is now, so long will many of the places in this one be taken by those to whom they do not belong, and who consequently will not fill them worthily, however capable they may be of earnest and useful work in some other direction.

Again, this rush of applicants for the office of teacher has,

besides all other ill effects, a direct tendency to keep down wages. This tells on our schools principally in two ways. In the first place, it keeps out of the profession some women of more than ordinary ability, who, though they would really like to teach, yet by reason of their superiority to the mass of mortals are able to force an entrance into walks of life where they can command wages on which to live in comfort; hence they cannot afford to teach, and thus a few stars which belong to us are gleaming in other firmaments.

Now, I would not be understood to imply that the profession of teaching requires less ability than others; far from it; but surely to get into a room which those already in are endeavoring to keep one out of, requires more strength than simply to enter at an open door.

A second ill effect of this low wages system is, that many a teacher who would be glad to teach well, is so harassed and distracted by the constant, wearing endeavor to make one dollar do the work of five, that for very fatigue and vexation of spirit she cannot do the best she might. "Half her strength she puts not forth," for the reason that these sharp little needles of trivial cares have pricked it to ruin; and so, many a star, set in our own firmament, is shorn of its glory, and gives forth but a feeble and uncertain light.

This matter of overcrowding the profession is the first point touching the connection of women with the deficiencies of our schools, of which I wished to speak. It is evidently not the fault of women, and yet from them alone must come the remedy; for this, as for all disadvantages under which they labor. The remedy evidently is to clear away the obstacles besetting the entrance to other professions; this work women alone can do. Public opinion will yield only to a determined opposition; college doors will swing back only after imperative and incessant summonses from those against whom they are unjustly barred, — from the actual foe, in large numbers, not from a chivalrous proxy here and there. It seems to me that the practical thing for the female teachers of Massachusetts to do at the present juncture, is to take, at once, combined action in reference to the closing of our principal colleges, "rich with the spoils of time" and female tax-

payers, against us and our sisters. I recommend as the first step out of the difficulty, that we immediately take measures to set on foot petitions to the powers that be, touching this matter, and that we make up our minds to "fight it out on this line" till we carry the day.

Now comes the other point in connection with my subject, on which I must touch. In doing so I shall be forced to say some things that I would rather not; things that would come with an ill grace from any lips but a woman's. Even for the evils of which I am about to speak, I do not hold women wholly responsible, howbeit blameworthy to a certain extent. A false education is a most unfortunate thing, yet there are in human nature certain divine instincts which can counterbalance even that calamity, and for disregard of which each being is accountable.

Such has been, and still is the constitution of society, such the teaching most women have received, that many of them are unhappily impressed with the idea that getting married is the grand end to which they live. In pursuance of this end, they dress and flirt and fritter away in senseless frivolity the days that must elapse before the coming man shall come. If the fates are propitious and provide some kind paternal hand to supply the carnal needs, they do nothing else; but often adverse fates ordain that with their own hands they shall earn the bread they eat; then with leaden feet they plod along in the first path that opens, seeing nothing, learning nothing, doing nothing as they travel, waiting only, with ever-anxious expectation, for an eligible offer of marriage.

The first road that opens for such women of the cultivated classes is unhappily the profession of teaching; into that they float, but their object is not to teach well but to marry well; and, as a rule, the sooner they attain that object, the better for their schools. Can we expect that while women thus take up the profession of teaching merely as a temporary shift to live, they will be such workers as the work demands? No, surely; and the sad fact does not surpass our expectations. Would that some power, supernal or otherwise, with rough shock, with shock violent enough to rouse women out of their lethargy, would force home to their minds and souls the knowledge — only knowledge worth

having in this world — that the end of life is work rightly done; that neglecting the present hour with its divine opportunities, for far-off visions of purple, glowing castles in the air, is folly, is dishonesty, is wickedness, is ruin. For the sake of women themselves, would that it might be, and for the sake of our schools, would — a thousand times, would — that it might be.

But the only key to the realization of our aspiration is in our own hands. Only women can lift women out of their slough of despond up to the sun-gilt heights of womanly independence and just pride. Often, at conventions of teachers, grown heart-sick and disgusted with feminine silliness and masculine condescension, I have found comfort in the contemplation of noble women about me, few and silent, perhaps, but true and strong and devoted, in whose earnest faces I have seen the bow of promise of a better future.

To such women I appeal. For the sake of our work, if for nothing else, let us strive to awaken these multitudes of our sisters from this delusion and snare; teach them that life is something other than a husband-hunt, that the aim of every human creature should be, and must be, to do good work; that though marriage, or death, or other event, may break off any special experience in life, yet the end of life so far has been gained, if that experience has been faithfully undergone, — if its work has been well done.

In this elevation of women is the only hope for the future of our schools; and in the wise administration of our schools is the only hope for the future of our country. More and more this administration is coming into our hands; more and more is it becoming true that as the nation's women are, so must be its schools. It is a solemn thing to control that on which rests the safety and perpetuity of the American Republic; let us see to it that we touch not holy things with unskilful or careless hands.

F. H. T.

TEACHING COLOR.

For several years, until within a few months past, the primary schools of our city have had lessons on color as part of their regular series of Object Lessons. Why not? What definition can you give to the word "education," that shall have due breadth and comprehensiveness, which will not include a knowledge of the facts about color among its details? Color is as much a mental perception as form or size or numbers or music. And when you consider the subject in its æsthetic and practical relations, it assumes an importance too great to be disregarded. For instance, what a vital part the laws of color play in the economy of human happiness; and when we take into view their intimate concern with many of the avocations of life, when we consider how indispensable a thorough knowledge of color — its contrasts, complements, and harmonies — is to the seller of dry goods, the artist, the painter, the dressmaker, the tailor, the milliner, and a host of other purveyors to taste and comfort, through whose avocations thousands of our children are hereafter to earn their bread, it is plain that the neglect of the subject in schools in general must be owing to the same causes which have built up the curricula of most American schools in unsymmetrical disproportions, excluding some subjects of paramount value, and giving to others a prominence far beyond their intrinsic worth.

So much only by the way. Some months ago, our paraphernalia for teaching color, charts, color blocks, etc., requiring to be renewed, — for after such instrumentalities have become sensibly chafed or faded they are as objectionable for purposes of instruction as an instrument out of tune would be in teaching music, — an appropriation was made to procure new ones. But meanwhile the theory of color had undergone a remarkable change, and we have been induced to lie on our oars and await conclusive results. We had been working with Willson's charts, taking Calkins, Sheldon, Welch, and Willson for text-books, and their instructions are all based on the popular notion that *red*, *blue*, and *yellow* are the only primary colors, the other colors of the spectrum being *secondary*, or composed of a mixture of primaries in different pro-

portions. Now along comes Sir John Herschel (see "Familiar Lectures on Scientific Subjects."—"Light") and asserts positively that the current theory (Sir David Brewster's) is a mistake. It is *green* which makes up the triad of primary colors with *red* and *blue*, instead of *yellow*. You cannot make white with any admixture whatever of red, blue, and yellow; you can make a pure white with red, blue, and green. You cannot make the prismatic green with any admixture of blue and yellow; you can make the prismatic yellow by mixing red and green.

So says Sir John Herschel, a scientist of the highest authority; and if his theory be adopted, it nullifies the statements of the text-books and the popular nomenclature in reference to the science of color. We cannot go on using the charts and text-books to which we have been accustomed, without indoctrinating the minds of our scholars with falsehood.

What shall we do? I honestly and earnestly ask for information and guidance from experts who will doubtless be happy to give us the advantage of their knowledge and experience as soon as the need of their assistance has been made manifest. Meanwhile, with the modesty becoming a mere sciolist, I will venture a few comments on the situation.

We may doubtless accept without hesitation Herschel's dictum that no admixture of red, blue, and yellow will make white, for although Dr. Brewster asserted the contrary and originated the popular nomenclature as to primary and secondary colors, the universal experience testifies in Herschel's favor. Few or none seem to have been able to verify Dr. Brewster's conclusions by similar results of experiment; and I have not been surprised to learn that scientists concur in rejecting his theory.

But have we good reason to trust any more readily and implicitly in the theory advanced by Herschel, and to substitute green for yellow in the trinity of primary colors? The antecedent probabilities are singularly and strikingly on the side of Dr. Brewster; and doubtless it was this support which induced a rapid and unquestioning reception of his theory. It is a remarkable fact, not to be lost sight of for a moment in this discussion, that all the other colors of the spectrum can be readily formed, precisely or proximately, by the mixture of two of the colors, red,

blue, and yellow. For, admitting with Dr. Herschel that the *prismatic* green cannot be made out of blue and yellow, a positive and beautiful green certainly results from such a mixture, and blue and yellow are everywhere practically accepted as the constituents of green. Moreover, the red, blue, and yellow of the spectrum appear in such relations to each other and to the other prismatic colors, as instantly to favor the idea that they are the primaries. For orange comes between red and yellow, and it is compounded of red and yellow. Green comes between yellow and blue, and it is compounded (proximately, at least) of yellow and blue. And indigo and purple lying beyond the blue, are formed, severally, of blue, with the admixture, in different proportions, of red.

Now, when we assume red, blue, and green to be the primary colors, this antecedent probability disappears. We then have orange and yellow between the red and the blue, both to be formed of those two colors, and we have the blue and the green in just a position, when, according to the very law by which it is assumed that some of the colors of the spectrum are secondary, a secondary surely ought to be found between each two primaries.

Again, as to the composition of yellow from red and green, Herschel carefully argues the point, conscious that the universal experience will be strongly against the possibility of such a result. He attributes the deceptive phenomena of ordinary experience in this connection to the fact that all colors in common use are compound tints, and therefore that the green of art is diluted and untrue. Mix the *true* green with red, and he insists that the prismatic yellow will be produced.

But even though the colors we are forced to employ in the experiment be compounds, they surely ought to yield an approximate result. They ought to show, when mixed, some trace at least of the characteristic quality of pure yellow. But I should be glad to hear of any ordinary mortal who can get such a trace.

Herschel's theory that red, blue, and green will produce white equally defies all ordinary experiment. If red, blue, and yellow produce only a dirty gray, red, blue, and green produce only a dirtier gray. Dr. Brewster's theory is finally rejected, because it proves to be untrue, although the probabilities are in its favor.

Herschel has not only the probabilities against him, but the results of experiment, when using common materials, are even more adverse to his correctness than to that of Dr. Brewster. It is not surprising, therefore, that most scientists should reject the latter theory as well as the former. They seem to be settling down into the belief that *all the colors of the spectrum are primary.* They are sustained in this by the striking fact that each of the colors, if isolated and allowed to pass through a second prism, will be refracted, but will remain simple and unchanged; whereas, if any of them were secondary, their transmission through a second prism would decompose them into their constituent elements. This is the decision of Ganot, the eminent French *savant,* and the latest editions of most of the text-books of philosophy for the higher seminaries are conformed to it. The manuals of object lessons for primary schools all adhere to the old philosophy.

It is but justice to Dr. Herschel to say that he boldly confronts the argument from the above experiment, and accounts for the fact that a color when transmitted through a second prism is not decomposed, although in his view it may be secondary, because "at each point of a compound spectrum all the three primary elements, in whatever proportion mixed, have one and the same degree of refrangibility, and therefore the compound tint arising from their mixture cannot be separated by any subsequent refraction into its components." This reply is certainly forcible and might be accepted as conclusive, if experiment in other particulars justified the theory which it is adduced to defend.

And now, in conclusion, what is to be the nomenclature of the science of color in the future? Those of us who have schools in charge in which color is taught, are deeply concerned to know. If all the colors of the spectrum are primary, what are we to call secondary? What is to be done with the fact that some of these colors can be made by the admixture of others? Shall the new theory be left a barren fact, and, for practical purposes, the old nomenclature be preserved? That would be singularly unphilosophical, but what is the alternative?

H. F H.

Selections.

Science and Religion.—There is a very able and influential school of thinkers which draws itself off, and seeks to draw off mankind from that spiritual sphere of thought and interest in which truly lie all our springs. It contents itself mainly with the dry bones of man and of the universe; and all that makes man a living spirit, and the universe a home of living spirits, it suffers calmly, and even contemptuously, to pass out of sight. Yet it addicts itself with singular energy and integrity to the discovery and classification of the facts which fall within its sphere. I mention, in this connection, no names of living thinkers. It is so easy to brand this man or that man as sceptical, because of his philosophical opinions, when in the sight of God he may be more reverent towards truths and the God of truth, than his critics. But many names could easily be mentioned of men whose fidelity to truth is conspicuous, to whom a fact is as sacred as a text to us. Now we have but one thing to do. Let us leave the things to speak for the God who made them. Let us be sure that facts honestly studied will, in the long run, and by far paths it may be, conduct men to Him.

We theologians have a desperate dread of everything which does not come to men in some way from the Bible, or which has not somewhere the *imprimatur* of the Church. A fact is a text from another book also of God's writing; it bears the *imprimatur* of a yet more sacred hand. Let us believe that things are on the side of God and not on the side of the devil; that if men are honestly getting at the truth of things, there is a witness for God, then, louder than any witness which we can bear for them, and which no philosophy will be able to gainsay. Is it the theologians only to whom the Spirit is promised to guide them into all truth? If the philosophers are out of tune with us, let us remember how far we have provoked and, indeed, created the discord. Let us consider how very far we are from knowing that great world of which we talk so glibly, and concerning which we ask them to accept our thoughts as the thoughts of God. If

we have a right to say to the thinkers, make your science more reverent, they have the same right, nay, a far stronger right, to say to the believers, make your theology more large and true.

Sad enough are the fruits of a godless science. Sadder still are the fruits of a bare and soulless theology. If the age is sceptical, — and I have endeavored to define the sense in which the age does seem to be sceptical,— let us look within. We may be sure that the seeds of nine tenths of the doubt and unbelief of mankind are to be found in some false witness for God which we bear. An arrogant and dogmatic Church creates as its censor, and ultimately as its scourge, what it denounces as a contemptuous and godless science. We must enlarge our own borders, as Zion of old was bidden to do. We must take wider and deeper views of God, of man, of the Bible, of the Creation, if there is to be common ground in our Christian belief, for us and the leaders of the intellectual progress of men." — *Rev. J. Baldwin Brown, on the Revolution in the last Quarter of a Century, in "First Principles of Ecclesiastical Truth." London:* 1871.

Technical Education for the Sons of the Rich. — It is thus probable that Edgeworth's son never learnt the business, and very many years elapsed before the manufacture (of fine pottery) was introduced into Ireland. But it was then, and is very much more so now, that youths from the class to which Edgeworth belonged, were wanted as students in that class of fine arts which includes pottery, glass-making, coloring, painting, wood-carving, and metal-casting. To say nothing of the benefits drawn from the prior cultivation of race, a youth who has received a good education, and been surrounded all his life with the amenities and appliances which good means and position confer, is very much more likely, should his tastes lie that way, to make a potter capable of suggesting and working out original ideas, than a boy sprung from the working classes, whose whole antecedents have involved poverty, ignorance, and, of necessity, barrenness of ideas. But in those days, as far too much in these, all the fine arts, with the exception of painting and sculpture, were regarded as mere trades, unfit for gentlemen. Indeed, almost up to the period of John Bacon, sculpture, in England,

was considered as little other than work for masons; and engineering was, as we know, in the days of Brindley and George Stephenson, regarded as a coarse handicraft, fit only for blacksmiths, wheelwrights, and miners. Yet think what engineering is now; what its triumphs, what the rank of its professors! And this chiefly by reason that it has grown from a trade into a profession, through the services of a highly trained and highly educated body of men. And all the arts connected with utility must, so far as originating and directing go, be raised into professions before any marked results can come. Were there institutions in the Potteries and in London, where young men of good position and education could receive practical instruction in these classes of fine arts, and graduate in them as in other subjects and other universities, we should hear less of a church overburdened with curates, courts of law with barristers, and cities and towns with physicians and surgeons. By a method of this sort, we should turn to account a vast mass of unused talent, and prepare a class of men able, when opportunity and materials occurred, to found and realize these great industries, in other and needier lands.—*Eliza Meteyard's "Group of Englishmen, being Records of the younger Wedgwoods and their Friends,"* p. 347.

Education of Girls. — I firmly believe — and I am not alone in this opinion — that as concerns the physical future of women they would do far better if the brain were very lightly tasked and the school-hours but three or four a day until they reach the age of seventeen at least. Anything, indeed, were better than loss of health; and if it be in any case a question of doubt, the school should be unhesitatingly abandoned or its hours lessened, as the source of very many of the nervous maladies with which our women are troubled. I am almost ashamed to defend a position which is held by many competent physicians, but an intelligent friend, who has read this page, still asks me why it is that overwork of brain should be so serious an evil to women at the age of womanly development. My best reply would be the experience and opinions of those of us who are called upon to see how many school-girls are suffering in health from confinement, want

of exercise at the time of day when they most incline to it, bad ventilation,[1] and too steady occupation of mind. At no other time of life is the nervous system so sensitive,— so irritable, I might say,— and at no other are abundant fresh air and exercise so all-important. To show more precisely how the growing girl is injured by the causes just mentioned, would carry me upon subjects unfit for full discussion in these pages, but no thoughtful reader can be much at a loss as to my meaning.

These, then, are a few of the reasons why it were better not to educate girls at all between the ages of fourteen and eighteen, unless it can be done with careful reference to their bodily health. To-day the American woman is, to speak plainly, physically unfit for her duties as woman, and is perhaps of all civilized females the least qualified to undertake those weightier tasks which tax so heavily the nervous system of man. She is not fairly up to what nature asks from her as wife and mother. How will she sustain herself under the pressure of those yet more exacting duties which nowadays she is eager to share with the man? — *From Wear and Tear, by S. Wier Mitchell, M.D.*, 1872.

GLEANINGS.

CULTIVATION OF THOUGHT. — The power of thinking in general, or mere mental activity, is, like bodily activity, probably more a matter of constitution than of education, and any pursuit which furnishes the mind with ideas seems as likely to stimulate it as any other. The function of education, it seems to me, is not so much to excite increased mental activity, as to discipline that which exists, and direct it to the attainment of profitable ends. And the means available for this purpose may be broadly distinguished as two: first, the power of thinking rightly

[1] In the city where this is written there is, so far as I know, not one private girls' school in a building planned for a school-house. As a consequence, we hear endless complaint from young ladies of overheated or chilly rooms. If the teacher be old, the room is kept too warm; or if she be young, and much afoot about her school, the apartment is apt to be cold.

may be cultivated by the study of the greatest and best thoughts of other men, which is the classical or literary method of education ; or, secondly, it may be cultivated by actual practice in cases where the truth or falsehood of our thoughts can be unerringly tested, and this is the scientific method of education. — *Prof. G. C. Foster, F. R. S.*, 1872.

TALENT, THEN TACT. — We want teachers who combine tact and technical skill with good scholarship. The choice should not be between tact without scholarship, and scholarship without tact. We should, in the first place, exclude all candidates who have not good scholarship, and, I should say, very good scholarship, no matter how much tact they may have, and then from the *good scholars* select those who show the most tact. Teachers who are not good scholars do not wear well. They are not likely to improve. They become more and more mechanical in their teaching. They inevitably become, if they remain long in service, incorrigible routinists. Their minds are wholly occupied with particulars and details, without being capable of dealing with principles. They are not likely to add much to the dignity or influence of the profession. It is especially desirable to have men of good education to fill the office of master ; and as nearly all masters must come from the ranks of sub-masters and ushers, it is of the greatest importance to see to it that no man is appointed sub-master or usher who is not a very good scholar. The future of our schools depends largely on the character of the present sub-masters and ushers. — *Supt. Philbrick, Boston*, 1872.

EDUCATIONAL READING. — During the time of my regular examinations I framed several of my questions in "the theory of teaching," for the purpose of drawing attention to the subject of the necessity of teachers' reading, and especially of reading on their profession. As the result of these inquiries I ascertained that of one hundred and eighty-three applicants examined during June, July, August, and September, fifty-five claimed to be subscribers to the "School Journal," or regular or occasional readers of the same. Ninety-six had read on the subject of teaching, whilst but fifty-nine were able to mention a list of valuable books on general subjects read during the preceding year. Fifty-three were subscribers to one or more periodicals, but many were young persons who, although not themselves subscribers, had access to periodicals at home.

One young lady had not read anything during the past year. I was

not surprised, as a consequence, to find that she had never discovered any defects in her teaching. Twenty-six other applicants examined were like the young lady mentioned above,— under the impression that their methods and perfection were synonymous terms. — *J. H. West, County Supt. in Penn.*, 1871.

Slaughter of the Innocents. —It is to be regretted, I think, that the statute does not absolutely prohibit the admission of children into our Public Schools under five years of age, and even make it a penal offence for parents to send them at an earlier age. Better still, if children were not permitted to enter the school-room under six years of age, until their brain and nervous system are better prepared for so severe an ordeal, and then for a year or two at least not confined there — for what else is it to them, at that tender age, but confinement? — more than half the usual number of regular school-hours, each half of the day. When I say that nearly three thousand children under five years of age were in attendance upon the Public Schools of our State during the year, and that the greater part of them were compelled to breathe the vitiated air of school-rooms, and to sit quietly on hard benches, for five and often six hours a day, for five days in the week, does it not suggest the necessity of some legal prohibition to remedy an evil so deplorable in its consequences, immediate and prospective? — *Report of State Agent, A. J. Phipps, Esq.*

Bible in Schools. — The religious sects have the honor of originating the common school. They established it in the first instance, chiefly to promote religious objects. But they have failed in many instances to recognize the fact that the modern public school, supported by money contributed by all religious sects, and by opponents of the sects, is an entirely new growth; not for religious purposes at all, but solely for intellectual and moral training.

To claim that distinctly religious exercises, and the religious use of the Bible in the public schools, have any prior right, is to claim what does not belong to the constitution of public schools in any sense.

School directors, therefore, and boards of education, foreseeing that any portion of the patrons of the public school would object to the reading of the Bible, as I have indicated, should carefully prevent its introduction as a religious exercise into the school.

The public may as well come to the conclusion, first as last, that the reading of the Bible in the schools is founded in no priority of right

inhering either in the nature of the school or in any party helping to support the school, and that the practice is only expedient in those communities where no objectors are found. And those who sacredly reverence the Bible may as well rest in the conclusion that the object of our reverence is not necessarily "trampled under foot," because its use is quietly withdrawn from places where it is objected to. And, finally, if the public school is not the place where the religious use of the Bible may be insisted upon, so, equally, is it not the place where insidious instruction, reflecting upon the Bible, or any sect, or the usages of any sect is to be tolerated. — *John Monteith, Supt. of State of Missouri*, 1872.

Overwork. — The number of studies imposed upon the pupil, the brief time in which his varying tasks are to be prepared, the purely arbitrary limits that are assigned to each recitation, and the mechanical examination tests that are applied to indicate the stages of his progress, are some of the practices that are the responsible sources of the evil of cramming in the public schools. Let any mature person, with faculties well trained, and a nervous system capable of enduring the strain of prolonged and intense mental application, put himself down to six hours continuous study during each day, upon from four to six branches of widely varying character and material, and see what must be the result simply as to the condition of the mass he has succeeded in crowding into his intellect. What a chaos! And now suppose him to be driven on from week to week, from month to month, and from year to year, punctually, mercilessly, and in the most exacting routine, in the same round of unvarying acquisition, how would it be possible for him to digest and assimilate anything with which his gorged intellect has been crammed? The overburdened memory will be crushed as Tarpeia under the shields of the Sabines, by the superincumbent mass of unused and unusable matter. In the case of the child, the analogy of this deceived and unfortunate daughter of the Roman king is still more aptly and sadly true; for as Tarpeia coveted the dazzling jewelry on the hands of the Sabine soldiery, and in seeking to secure these found a grave under their crushing armor, so the children grasping for the glittering prizes as they pass, the glowing "perfect marks," which on examination days will determine their standing in the esteem of the teacher, get not what these were supposed to signify, genuine and abiding culture, but a heavy, leaden mass that will weigh down both body and mind. — *A. S. Kissell, State Supt., Iowa*, 1872.

THEY THINK ; BUT HOW? — The grand leading idea in New England as to the purpose of its schools is, that the children are to be taught *to think*. Now this would be a laudable position if any discrimination were exercised in regard to the *kind* of thinking to be expected from the children ; if it were modified in application so as to correspond with the degree of their maturity. Certainly every scholar should be taught to think. No school work should be mechanical rote-work. The child not yet two years old has done a vast amount of thinking, that will have a bearing on its whole lifetime. Every word that is understood is a symbol of thought. The room of even the youngest class in a primary school should be all aglow with the activity of interested, eager thought.

But the thought natural to a young child is very different from that which is normal to an adult, in *kind* as well as in *degree*. So when infancy has developed into youth, we have still another kind of thought, wider in scope than that of the infant, narrower than that of maturity. The infant exercises the thought which accompanies the *perceptions* only. The youth superadds the thought which belongs to the *conceptions*. Only the adult mind can deal normally with pure *abstractions*.

It is true the youth generalizes. But his generalizations are only in connection with sensible objects, while the mature mind reasons also from immaterial conceptions.

Now the demand of New-England public opinion that our scholars must be taught to think, wholly ignores these stages of mental development, and expects children in grammar schools to go through processes of *abstract* reasoning just as readily and logically as through processes of *perceptive* or *conceptive* reasoning. And because such a demand violates the ordinations of nature, it proves in good part, as it ought to prove, a failure. Here, for instance, is a teacher who, in conformity with what she holds to be the most enlightened public opinion, is ceaselessly striving to lead her pupils to think ; and she endeavors to obey the popular injunction, not to consider any lesson well recited until the class can intelligently explain every step of the process it involves.

Let us suppose the subject of arithmetic to be before them. She thoroughly analyzes every abstraction as it claims attention in the order of progress. She labors and labors, explains and re-explains. She has given to arithmetic in the first place more time than to any other study, and she has given to efforts to make her scholars understand its processes as they have been taken up successively, three quarters of the time allowed to the subject. And after she has thus done her best, let but

an interval of a few months pass by, and one of these abstractions be recurred to in review, how many will be found to possess a clear, intelligent apprehension of it? *Not one quarter*, as a majority of the teachers believe; *not one eighth* as many of them insist! The explanations have fallen lifeless against the blank dead walls of the scholars' incapacity, because nature has not created them to understand abstractions at such an age. This is true in good measure of even the Fifth Class, the oldest in the grammar schools, and whom I except from the scope of these remarks as being mature enough for some degree of training in the field of abstract reasoning.

So it is with the same line of effort in all other connections; the logic of grammar; the philosophy of history; the explanation of the abstruser facts in mathematical geography; and whatever exercises scholars may be put upon, in order to train the thinking faculty into power. No results ensue to justify the time and effort lavished to secure them; while it is all at the expense of the necessary elementary training. This is a pernicious mistake. It is productive of most damaging consequences. It is sending such scholars as may end their school life in the grammar schools out into the world thoroughly trained in nothing whatever and miserably prepared for practical life. They have acquired in a true comprehensive sense, neither elementary knowledge nor elementary skill. — *Supt. Harrington, New Bedford*, 1872.

Notes by the Way.

Newspaper reading is the laziness of this century, says Dr. Bartol. . . . Now for the woods and fields with botanies and geologies in hand. How the city girls and boys long for the country! . . . Startling as it may seem, it is a fact well vouched for, that the United States is the first or nearly the first industrial power in the world. If not so now, we soon shall be; but let us be modest! . . . The Boston "Advertiser" is responsible for "stereoptical," — and "A Poretarchal University" to teach "federific unification," is filed for incorporation in Washington. . . . Is it coming? Will Harvard's proposed investigation into the practical operation of the education of the sexes in colleges, result as that in behalf of Cornell did? . . . The "late Mr. S." is the appel-

lation given to a proverbially tardy legal gentleman in Massachusetts. . . . Thanks principally to the intercession of Americans, Elisée Reclus, the geographer, is released from prison. . . . Class in geography, where *was* Antioch? . . . The rapid multiplication of Technological schools is one of the signs of the times to be noted by educators. . . . "Choudah," "ous," "lounge," for "chowder," "us," and "lungs,' make the spell which late has bound us. . . . "Don't keep 'em too tight! When the tea-kettle biles too hard, my woman has to take the cover off. 'T won't do to press it down, it 's agin nater, you see." So Deacon Ramsdell advised the young school-marm in Judd's "Margaret." Sound advice, echo we. . . . Judd's "Margaret" is also responsible for the statement that a Suabian gave his scholars 911,000 canings, with standing on peas and wearing the fool's cap in proportion. . . . There are four expeditions in the Arctic regions, two of which are American. . . . Mazzini, who has just died, was cast into prison when a boy, because he was a young man of talent, very fond of solitary walks by night, and habitually silent as to the subject of his meditations. The government of Italy informed his parents that it was not fond of young men of talent, the subject of whose meditations was unknown to it. . . . The half-mill tax failed to become enacted into a law in the legislature. It is a great pity, and one of the results of our American law business,— that is, money making first, and everything else afterward. The material interests of the State would suffer less from the "law's delay," than the educational. . . . The only child knows not the real depths of the great mother heart as does the child who is one of a half-dozen; and alas for the brotherless, sisterless child, his lot is a sad one. . . . The latest school proposed is a school for journalism,— a real one, not simply a school in name, as at Yale. We think the journalist's profession is such as to demand a special education for it. . . . The Germans and Milanese are afraid of gas, but not of American petroleum, which, whatever be its other dangers, will not blow the house to pieces, they say. Discriminating people these. . . . "Never call a man a lost man till he is buried in a hopeless grave." . . . The steps toward independence can be traced back far into colonial times; they were firmly and openly made long before most of the heroes of the revolution were born. . . . America has waited to *do* her deeds before she sung them. . . . Can we expect to make education the compact, finished, solid thing some expect,— like the hard, macadamized, narrow road? Should it not be rather like the fresh-turned, light, roomy soil, newly-ploughed, rich, and

warm? Is it to travel over, or to get growth from? . . . There are three hundred and sixty-eight colleges with 49,827 students in the United States, — an average of one hundred and thirty-five to each college. In noting this we incline to ask, what is a college? Who are professors? Sometimes we poor teachers are conciliated toward new publications by having our name prefaced with the title of Professor. . . . Advice to teachers about to get angry, — don't. . . . Class in chemistry: what is vinegar? A mixture of sulphuric acid and sugar of lead. . . . Amherst abandoned Latin in its semi-centennial catalogue. Johannes and Gulielmus are only plain John and William now. Ah! how Latin triennials do make a bosom thrill! . . . Out of six hundred and seventy pupils and seventy-three seniors, Cornell has but four in its senior classical department. Why is this? . . . Take your home sheet, cry the newspapers. Take your own educational journal, say we. . . . In Kansas, women have long voted in school affairs. In Massachusetts, though not voting, they are more intimately acquainted with, and more thoroughly interested in, the schools than the men. They visit them oftener, they consult the teachers more frequently, they find more fault and they are a greater though more silent power, than the ruling sex. . . . No one is so bad as to merit all condemnation. Find the good spot, teachers. . . . Italy and France are both looking to compulsory education as the first step in their country's reformation. Ah! happy wise, though late! . . . The last California legislature gave $624,000 for education, "so-called," as Warrington says. They want earthquake prophets, and such educated men, we suppose.

INTELLIGENCE.

BILL for the establishment of a Normal Art Training School in Massachusetts, submitted to the legislative committee on Education, by John D. Philbrick.

Whereas, with a view to promote the Industrial interests of the State, by furnishing to artisans and mechanics the means of instruction in drawing and the arts of design, and thus enabling them to command a higher rate of wages and at the same time to give increased value to industrial products, an Act was passed May 16, 1870, authorizing any city or town, and requiring every city and town, having more than ten thousand inhabitants, to make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age; and

Whereas, although commendable efforts have been made in many of the larger municipalities of the State, to provide the instructions in drawing and the arts of designs required by the Act of 1870, the success in this important department of education, so much needed by our mechanics, artisans, and manufacturers, has been comparatively limited, owing to the present dearth of competent art teachers; and

Whereas, said Act placed drawing among the branches of learning required to be taught in all the public schools, thus creating a large demand for teachers especially skilled in drawing, for the supply of which demand no adequate provision exists, or is likely to be furnished by private enterprise, therefore

Resolved, That the board of education be and they are hereby authorized to establish and carry on a central art training school for the purpose of qualifying teachers of drawing and the arts of design, for the industrial drawing and art schools of the cities and towns, for the Normal Schools, and for the Public Schools, and that the sum of ten thousand dollars be, and the same is hereby appropriated from the school fund to defray the expense of providing the necessary accommodations, appurtenances, apparatus, and masters for said schools; the board of education having the authority to fix the rate of tuition to be paid by the pupils in attendance at said school and being required to render an account of the manner in which said moneys have been expended.

AN ACT To authorize Cities and Towns to establish Industrial Schools.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same as follows: —

SECTION 1. The city council of any city, and any town, may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established, and such board shall employ the teachers, prescribe the arts, trades, and occupations to be taught in such schools, and shall have the general control and management thereof.

Provided, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and

Provided, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art, or occupation, without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law. [Approved March 9, 1872.]

A. F. BLAISDELL, formerly of Chatham High School, is Principal of the High School in Provincetown; Miss Sarah

Hamblin, formerly teacher in Dean Academy, is the Assistant; Horace A. Freeman is Principal of the Centre Grammar School; B. F. Hutchinson, Esq., has been elected Superintendent of Schools.

EXHIBITION OF DRAWINGS. — The second annual exhibition of the drawings made by the pupils of the public schools in this city, and the free evening drawing schools of the State, was held last week, in the Horticultural Hall. The exhibition of the free evening schools consisted of about 600 drawings, comprising exercises from the blackboard of free-hand, geometrical, mechanical, isometrical, and constructional drawing in outline, and tinted; drawing in light and shade, and color of foliage, figures, animal forms, machine drawing, and architectural tinting, designs for buildings, for carpets, etc., natural objects, geometric solids in shadows and color, and many other branches of industrial art and study.

The wise plan seems to have been adopted of leading each pupil to direct his attention to some particular class of drawing that is likely to be of immediate use to him. The photographer applies himself to drawing the human head, the shoemaker to pictures of neatly turned boots and shoes, the house-builder to architectural models, and so on. It is all eminently practical and useful; and the policy of the State's establishing these schools, the method of conducting them, and the progress made by the pupils, are most highly to be commended.

The drawings from the Boston public schools numbered some over 6000. Some of the schools sent examples from every pupil, and not one among them all proves an absolute inability to learn to draw. The taste for mathematics is not universal, and not every child manifests a natural aptitude for the study of language. If this exhibition may be taken as a test, there are more children who can learn easily to draw, than there are children who can easily learn arithmetic. The latter requirement is admitted to be a more necessary branch of education than the former; and yet it is impossible to estimate the value of the artistic skill that is henceforward to be imparted to all pupils in our public schools.

Our schools are certainly taking the first steps toward developing all our capabilities, both in the production of works of art and in the appreciation of them. The whole exhibition was under the supervision of Walter Smith, the State Director of Drawing, to whose efforts the great success of the experiment of teaching drawing in these schools is due.

— Do not forget that the National Teachers' Association will hold its next annual meeting in Boston, commencing August 6; and the American Institute of Instruction will organize its annual meeting, August 13, at 2½ o'clock, at Lewiston, Me. Railway arrangements are making.

Books.

THE NORMAL DEBATER. By O. P. Kinsey. Cincinnati: J. Holbrook & Co.

It seems to be a very good work for its purpose, — to give a general outline, setting forth the more common principles of parliamentary custom, in order that the younger members of society may be able to conduct meetings, literary or business, with ease and credit to themselves. Much is taught in the concrete — an excellent idea.

PRIMARY ARITHMETIC ON THE ANALYTICAL SYSTEM. By Shelton P. Sanford, A. M. Philadelphia: J. B. Lippincott & Co.

A little book for young children. The valuable feature in the book is its great number of examples. Granted that the teacher uses the book, rather than the book the teacher, and it ought to be very acceptable in the school-room.

THE NEW AMERICAN PRIMARY SPELLER. Philadelphia: E. H. Butler & Co.

We are pleased with it. It is got up on the right principle. Words that are familiar, the arrangement governed, in the main, by the age of the pupil; then to be woven into sentences as well as memorized. In the way of criticism we should think it hardly full enough for the pupils who attend our primary schools. While there is no word we would omit, perhaps, there are many we would have inserted. Now let us have a larger work for our Grammar schools, got up on the same general plan.

AN ELEMENTARY MANUAL OF CHEMISTRY. By Wm. Ripley Nichols, assistant Professor of General Chemistry in the Mass. Institute of Technology. New York: Ivison, Blakeman, Taylor & Co.

This is an abridgment of the larger and very able work by President Eliot of Harvard and Dr. Storer of the Institute. While the larger manual, however, covers only inorganic chemistry, the Elementary manual includes the elements of organic chemistry. It is prepared on the same general principle as the larger work,— leading the pupil into a knowledge of the science by experiments. First the experiment, then the law. It is the only correct way of teaching any science. We hail every text-book which shall force the scientific instruction of the schools to take this, the true direction.

A BRIEF HISTORY OF THE UNITED STATES FOR SCHOOLS. New York and Chicago: A. S. Barnes & Co.

The type and general appearance of the book are attractive. The reading matter is far more interesting to children than most school text-books in history. The "topical" feature of the book is a good idea, if used with discretion. The foot-notes have been selected, as a general thing, with good judgment. And we especially like the biographies of the Presidents. Indeed, we are not quite sure that the very best way to teach History would not be to take the biography of individuals as starting-points and radiate out. Is that a happy thought or is it not? And have we a Parton schoolmaster in the ranks?

SHAKESPEARE: HIS LIFE, ART, AND CHARACTERS. WITH AN HISTORICAL SKETCH OF THE ORIGIN AND GROWTH OF THE DRAMA IN ENGLAND. By the Rev. H. N. Hudson. 2 vols. Boston: Ginn Brothers, 1872.

We commend these essays to the attention of two classes of persons, namely, those who have studied Shakespeare, and those who have not studied Shakespeare. To the former we can promise a rich treat of valuable, and, in many cases, quite original criticisms, which it will be unpardonable in them not to know. To the latter, if they have

hitherto failed to "get up an interest in Shakespeare," or whatever be the reason that they are still ignorant of these dramas, we can give the assurance that the perusal of these volumes will send them to Shakespeare almost in spite of themselves.

Mr. Hudson stands high among Shakesperian commentators. His opinion is always worth considering. When he differs from others, he differs not without reason, and not seldom, in our humble judgment, he has the best of the argument. He has the rare gift of inspiring his readers with the desire to see and judge for themselves, and in this way he is doing good service to the cause of English literature by sending men to the great fountain-head. The influence of Shakespeare upon Mr. Hudson's style is a subject that would well repay study, but we can only call attention to it now.

These two volumes are made uniform with the "School Shakespeare," already noticed in these pages. From the latter the publishers have prepared separate editions in paper covers of Hamlet, Macbeth, Julius Cæsar, The Tempest, and The Merchant of Venice. These copies are inexpensive and admirably adapted to all purposes of study, reading or translation that the ordinary "stage copies" have hitherto served. D.

PENS AND TYPES; OR HINTS AND HELPS FOR THOSE WHO WRITE, PRINT, OR READ. By Benjamin Drew. Boston: Lee & Shepard.

This little book is written by a veteran proof-reader, and contains a great deal of information which will be found both interesting and useful to teachers and writers. Every one who has written for the press has had opportunity to discover how many matters there are connected with printing about which he is doubtful or ignorant, and respecting which he will seek in vain for information in books; matters of custom often, rather than of principle, but respecting which he must know what good usage is if he would have his writing appear to advantage in printed type. On these matters, even the best educated writers are usually greatly beholden to the silent labors of such careful proof-readers as Mr. Drew. I cheerfully testify to my own obligations when I served as editor of the "Teacher"; and I therefore desire to commend his little book to the notice of its readers, as a valuable addition to the books of reference they ought always to have on their table. His directions to authors for preparing manuscript for the press, his account of the usages of the printing-office and the terms used therein, his directions in regard to punctuation, to the spelling of disputed words, to the correcting of proof, etc., are all valuable because the fruit of long experience. The book is full of information on just the little points about which we find ourselves — perhaps much to our surprise — in doubt when we see our writing staring us in type, and begin to realize how careless or how ignorant we are in a hundred matters which go to the making up of a carefully printed book.

W. P. A.

NORTHERN LANDS; OR, YOUNG AMERICA IN RUSSIA AND PRUSSIA. By William T. Adams. Boston: Lee & Shepard.

This is volume II, in the second series of "America Abroad." A schoolmaster ought to know how to convey instruction to young folks; and certainly Oliver Optic does. The chief value of these books of travel and adventure is, that the "author writes from his own notes and recollection, so far as scenery, manners, and customs are concerned." He has devoted a large portion of the present volume to talks about Russia,— a country comparatively little known. Young America in Turkey and Greece follows next.

MUSIC AND MORALS. By the Rev. H. R. Haweis, M. A. New York: Harper & Bros.

A most valuable and instructive book. It is an encyclopedia musicale, and most interesting reading. It is divided into

four parts: the first treating of Music in general, its influence on the emotions and morals; the second, treats of all the most prominent composers, — Handel, Hayden, Schubert, etc.; the third, of instruments; and the fourth is a critique on music in general. For sale by A. Williams & Co.

PRINCIPLES OF POLITICAL ECONOMY, WITH SOME OF THEIR APPLICATIONS TO SOCIAL PHILOSOPHY. By John Stuart Mill. Boston: Lee & Shepard.

Since the days of Adam Smith, no author has spoken with greater influence of the great questions of political and social economy than Mill. The present edition is for the people, in brevier, double column, but clean type and easily read.

COMMON SCHOOL GEOGRAPHY.—By G. Woolworth Colton. New York: Sheldon & Co.

We have received the Primary and the Common-School. It is a new series, sufficient in number and in comprehensiveness. The maps are superior (and those are what we are most interested in; — the text we care little about except as it may suggest), "engraved especially for the work," and, as it seems to us, sufficiently burdened with information for the eye or mind.

THE AMATEUR MICROSCOPIST, OR VIEWS OF THE MICROSCOPIC WORLD. By John Brocklesby, A. M. New York: William Wood & Co.

A popular work, treating of infusorial animalcules, microscopic fossils, the more minute aquatic animals, structure of wood and herbs, crystallizations and parts of insects and other objects. It is a work written by an able naturalist, *con amore*, and just the work to take into the country in the summer vacation. Buy a microscope, teachers, if you have n't one (this work will give you the *modus operandi*, how to mount objects, how to use the instrument), then with this little treatise in your hand, you can roam the mountains and fields, getting not only health, but knowledge as well.

WONDERS OF ELECTRICITY. Edited by Dr. John W. Armstrong. New York: Scribner, Armstrong & Co.

Another volume of the Illustrated Library of Wonders. It treats of the telegraph, its history, speed, action, and how used on ocean and land. Also of induction, electric clocks, baths, and the application of this subtile element of nature in the sciences. We have a history of all kinds of electro-plating; and the work is properly illustrated. A valuable work, got up with taste and elegance. For sale by Thompson, Bigelow, & Brown.

ANCIENT AMERICA, IN NOTES ON AMERICAN ARCHÆOLOGY. By John D. Baldwin, A. M. New York: Harper & Bros.

A work, *con amore*, by the editor of the "Worcester Spy". It is a gathering together, into readable and portable shape, of American Antiquities especially valuable to students of American history. It treats of the ruins scattered over the two continents of North and South America, — evidences of a civilization in some respects entirely different from that of the so-called aborigines. Mr. Baldwin has also given us the many out-of-the-way bits of information culled from works not accessible to the general reader, which has seemed to him (whether reasonably so or not, only antiquarians can argue) to throw light upon the origin of those early denizens of our prairies and forests. It should be in every school library. For sale by A. Williams & Co.

THE FIRST GERMAN READER. By Geo. F. Comfort, A. M. New York: Harper & Bros.

It is intended to follow the "First Book in German" by the same author. There are selections in prose and poetry from the ablest and most charming of the German authors. A vocabulary at the end, and copious notes and explanations of idioms in the margin, make it a very handy and practical text-book to the young student. For sale by A. Williams & Co.

ANIMAL AND VEGETABLE PARASITES OF THE HUMAN SKIN AND HAIR. By Joy Jeffries, A. M., M. D. Boston: Alexander Moore.

A small work, but interesting and valuable to the general reader, and especially to philanthropic individuals (and we suppose teachers come under this head). It treats of the parasites of the human body, — not the body politic, but the body physical.

SELECTIONS FROM LATIN CLASSIC AUTHORS. By Francis Gardner, Head Master, and A. M. Gay and A. H. Buck, Masters in the Boston Latin School. Boston: Lee & Shepard.

This work is the "first of a series of the Greek and Latin authors, included in the new programme of the studies of the Latin School," the present volume containing selections from Phædrus, Justin, and Nepos. It is admirably equipped with a vocabulary and foot-notes. The type is clear and excellent, and the work neatly got up and portable, a credit to the taste of the editors and publishers.

OLRIG GRANGE. Edited by Hermann von Künst, Philol. Prof. This is one of the pleasantest and most suggestive books we have read for a long time. Thorold, Hester, the old scientist, his daughter and his wife, are all representative characters, not merely photographs, but instinct with life. The spirit of the book is catholic and healthy. It contains wise hints and suggestions on some of the most profound problems of the day, enlivened by a very delicate and genial satire on respectable conventionalities. It is religious without being dogmatic, and on perfectly good terms with science, while suggesting that

"Gin and ghost and fay
May be the form of highest truth, —
The Father's parable for youth,
To teach that *law is will*."

It is a delightful book to use as an aid to conversation,— suggestive rather than exhaustive, and should be on the table of every intelligent family Published by James R. Osgood & Co.

THE PHYSIOLOGICAL AND THERAPEUTICAL ACTION OF THE BROMIDE OF POTASSIUM AND BROMIDE OF AMMONIUM. By Edward H. Clarke, M. D., and Robetr Amory, M. D. Boston: James Campbell.

For the doctor's study; but we are not quite sure that in these days of nervous excitability and in a climate which provokes it, it were not well for the business and professional public in general to acquaint themselves with the dangers attending the use of these soothing drugs, as well as the benefits which may accrue to one from a proper use of them. The book, in paper, type and, binding, is a credit to the publisher.

MEMOIR OF ROBERT CHAMBERS, WITH AUTOBIOGRAPHIC REMINSCENCES OF WILLIAM CHAMBERS. By William Chambers. New York: Scribner, Armstrong & Co.

All interested in the history of modern literature will desire to read this "Classic in biographical literature," as the "London Athenæum" has it. It is, too, in a large sense, the history of one of the most influential publishing houses of Scotland. It is full of incentives to young men,—telling how against obstacles seemingly insurmountable, from poverty and small beginnings, these two brothers, step by step, rose to wealth and influence. It is full of anecdote and interesting writing.

AN ELEMENTARY GRAMMAR OF THE GREEK LANGUAGE. By Samuel H. Taylor, LL.D. New York: Ivison, Blakeman, Taylor & Co.

This work is a revised edition of Kühner's Elementary Grammar. It was commenced by Dr. Taylor the last year of his life, and at his death the manuscript was prepared so far as page 138, or nearly through Etymology. The remainder was completed by an able Greek scholar and teacher on the basis of the last edition of Kühner's Elementary Grammar.

The book, as a whole, is a carefully prepared and well executed work, and will be a great aid to students and teachers in facilitating the study of the Greek language.

The Etymology — we notice this more particularly — is certainly a great improvement on the old Kühner, from which we used to dig Greek roots. The matter is given to the learner so arranged and prepared as neither to disgust nor choke him,and diluted just enough to be digestible.

Our text-books are generally too much like encyclopedias. They are too heavy, too unwieldy, even for students who have made some progress in the study of Greek. There is more danger of getting too much into a text-book than not enough.

Simplicity and brevity of statement is the great object to be sought. The rules and statements should be such that the learner may readily comprehend and apply them. If not, his interest declines, and the study becomes an unpleasant and wearisome labor. Our old Greek text-books are so deficient in this respect that the phrase, "Digging out Greek roots," has become a proverbial expression for everything that is toilsome and brain-racking.

This fact Dr. Taylor has recognized and labored very successfully to remedy. We notice the effort especially in his admirable treatment of the Greek verb. But to understand fully the merits of the work, the student must examine for himself.

CHARACTER. By Samuel Smiles. New York: Harper and Bros.

Those readers who are acquainted with "Self Help," by the same author, will not need a recommendation to persuade them to read this. It treats of the influence of character, power, companionship, example, work, courage, self-control, duty, truthfulness, temper, manner, art, companionship of books, in marriage, and the discipline of experience. Every point is illustrated by incidents gathered from the lives of distinguished individuals. Like his "Self Help," it is a work particularly valuable to young men. For sale by A. Williams & Co.

OLIVER TWIST AND MARTIN CHUZZLEWITT. Charles Dickens. New York: Harper & Bros.

Different publishing firms have issued cheap editions of the works of Charles Dickens, from time to time; but they have been printed in small type, and with such economy of binding, that even the matter of price did not make them so very desirable of purchase. But the present issue by the Messrs. Harpers, at a price which will bring the volumes within easy reach of the people, present no such objections. The type is clear, of goodly size, and the binding is handsome, even elegant. They are profusely illustrated, and although the illustrations are not quite up to those contained in English editions of the great novelist, yet they will compare favorably with American editions. The liberality of the Harpers is proverbial, and these volumes, at a very moderate price, which any centre-table ought to be proud to receive, is another instance of it. For sale by A. Williams & Co.

THE LIFE AND TIMES OF THE REV. JOHN WESLEY, M. A., FOUNDER OF THE METHODISTS. By Rev. L. Tyerman. New York: Harper & Bros.

Founder of the Methodists; what greater honor! Although many lives of the great founder of Methodism have already been published, yet not until the present, have we had a life of Wesley which in size and abundance and truthfulness of detail, worthy the man. The Harpers publish it in three large volumes, long primer, Franklin type — the first volume containing an engraving of Wesley at forty, and the third, a general index — always convenient and desirable. For sale by A. Williams & Co.